



Reading essentials

新编大学英语四级考试过关丛书

# CET-4阅读精要

李晓光 林 敏 张雅莉 编著



电子科技大学出版社

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# 前 言

在从事大学英语教学过程中，我们对英语阅读在英语学习中的重要性感触颇多，因而产生了一个想法：把阅读中容易产生的误区以及解决方法写下来，以期帮助读者能超越误区，达到一个读好、写好、考好的新高度。

不言而喻，阅读能力的高低是受教育者与未受教育者之间显著的区别，仅仅会说会听的人不能被称为受教育者。读写是高度文明的标志。因此，具有良好的阅读能力是作为现代青年所不可缺少的。阅读的目的—是为了获取信息 (for information)，—是为了陶冶情操 (for amusement)。对学生来说，还有第三个目的——通过考试。

在英语学习中，阅读是用英语获取信息的主要手段。一方面，对阅读理解测试是对词汇、语法的一种考查和巩固，同时也是提高英语水平的一条必经之路。另一方面，阅读训练虽然是英语综合能力训练的一个方面，但它却是听说读写译的基础，涉及到词汇、语法以及分析、归纳、综合、推理能力，是英语学习过程中的基础和难点，也是教学中的重点。

基于上述原因，本书在编写过程中更加注重实用性和针对性。全书共分三部分：第一部分针对阅读技巧中的难点重点分章讲述；第二部分列举了 10 个单元（共 40 篇）的短文，详细注解了解题思路；为帮助考生边学边练，本书在第三部分设计了 15 个单元（共 60 篇）的短文练习。

本书编写人员分工如下：

李晓光（主编）负责全书的策划与结构设计，承担了本书 100

万字的编写工作，并校阅全稿。

林敏承担了本书 94 万字的编写工作，校阅部分书稿。

张雅莉承担了本书 63 万字的编写工作，校阅部分书稿。

本书由冯斗教授审核。在编写过程中还得到了于雪萍副教授的大力帮助，编者在此向她们表示衷心的感谢。

真诚希望我们的努力能对你的学习有所启迪和帮助！

编 者

1998 年 8 月

# Contents

## 第一部分 阅读技能

Unit 1 Reading For full understanding .....	1
Unit 2 Improving Your reading speed .....	17
Unit 3 Guessing Unknown words .....	27
Unit 4 Attempting Implication .....	39

## 第二部分 例题详解

Unit 1 .....	47
Unit 2 .....	63
Unit 3 .....	76
Unit 4 .....	92
Unit 5 .....	107

Unit 6 .....	122
Unit 7 .....	137
Unit 8 .....	152
Unit 9 .....	168
Unit 10 .....	182

### 第三部分 实战练习

Unit 1 .....	197
Unit 2 .....	207
Unit 3 .....	217
Unit 4 .....	227
Unit 5 .....	238
Unit 6 .....	251
Unit 7 .....	261
Unit 8 .....	271
Unit 9 .....	280
Unit 10 .....	292

# Unit 1

## Reading For Full Understanding

有些人读文章太细、太精,有的人又太粗、太略。阅读文章过于仔细,往往会忽略文章的总体连贯性,由于太过重视细节,反倒忽略了细节所服务的主题,也就更谈不上理解文章的内容、各细节间的联系以及作者的写作思路和主观态度了,所以回答问题时往往一叶障目,不能区别细节与主题,正如平日所说“unable to see the wood for the trees”(见树不见林);同样若阅读片面求快,一目十行却不胜了了,忽略了文章重要细节,包括一些重要的反映作者思路、观点的连接词、指示词,答题时仅靠模糊的印象是肯定要出错的。如大学英语阅读短文中有这样一段文字:

So fell, shamefully, the modern Roman Caesar, a warlike man of the twentieth century. As a person he was not unintelligent. He had read widely in history and thought he understood its lessons. But as dictator he had made the fatal mistake of seeking to make a martial, imperial Great Power of a country which lacked the industrial resources to become one and whose people, unlike the Germans, were too civilized, too sophisticated, too down to earth to be attracted by such false ambitions. The Italian people, at heart, had never, liked the Germans, embraced fascism. They had merely suffered it, knowing that it was a passing phase, and Mussolini toward the end seems to have realized this. But like all dictators he was



carried away by power, which, as it inevitably must, corrupted him, corroding his mind and poisoning his judgment. This led him to his second fatal mistake of trying his fortunes and those of Italy to the Third Reich. When the bell began to toll for Hitler's Germany it began to toll for Mussolini's Italy, and as the summer of 1943 came the Italian leader heard it. But there was nothing he could do to escape his fate.

针对这段文字有这样两道阅读理解题:

1. According to the article, one of Mussolini's fatal mistakes was that——

- A. he had joined hands with Hitler
- B. he had underestimated the King
- C. he had wished to make the Italian people join the Fascist Party
- D. he had overestimated his own knowledge about history

2. Which of the following was, according to the article, an important factor that led to Mussolini's loss of sound judgment?

- A. Fascism
- B. Mistake
- C. Ambition
- D. Power

结果两道题很多同学都选了 C。看完这段文字先容易让人对墨索里尼及其对权利的争夺留下一个总的印象,而凭借印象来做这两道细节题则是该题最容易出错的地方。这两道题的答案在文中第四句和第六句表述得很清楚。“作为一个独裁者他最大的错误就是企图将一个缺乏相应的工业资源的国家变成一个武力的超级大国,而这个国家的人民,并不像德国人,他们太理智、太成熟、太实际,而不会为这样一个错误的野心所动。”所以第一题的答案应为 A。再看第六句“尽管他也意识到了自己的失败,但像所有的独裁者那样,他被利欲冲昏了头脑,而这无疑会腐蚀他的心灵、毒害

他的判断”。所以第二题应该选D。由此可见,把握文章的主题,同时又兼顾细节,针对不同的题型,灵活把握阅读的节奏是提高阅读准确的一个关键,而这种技巧的掌握则有赖于平日练习的积累和总结。

第二种也是极为普遍的一种阅读障碍则是想当然的阅读,即所谓的“imaginative reading”。这类读者往往在阅读时或以自己的常识、观点取代作者所表述的观点,或武断地根据文章部分文字、细节断章取义,造成理解失误。如大学英语精读第二册一篇阅读练习“Black Boy”中讲到当黑人男孩 Dick 去眼镜公司应聘工作时,原文就老板与这个男孩间的对话写道:

——“How would you like to learn this trade?”(老板)

——“I'd like it fine, sir. I'd like nothing better.”I said. He was treating me so well, being so good to me. (男孩)

阅读练习中针对这一细节问题:

When Dick said, “I'd like nothing better.” he was ——

- A. being humorous
- B. just trying to be polite
- C. saying what he honestly felt
- D. trying to please Mr. Crane (老板)

练习中很多同学抓住句子一半,凭自己的主观想象,觉得应聘时作为一个很想得到这份工作的黑人男孩应该是想尽量对答礼貌得体以取悦老板,因此选了B或D。其实只要忠实于原文,找到原句的出处,这种错误是不难避免的。而文章中这个男孩超乎寻常的想法正是为了其以后的情节发展打下伏笔。当如此真心实意地想认真学一门技艺的男孩得知他所得到的工作不过是当个清洁工时,全文的讽刺笔墨展露无遗。

除了阅读者自身主观方面的因素外,客观方面随着阅读难度的加大,文章也设置了诸多的阅读障碍,使用冗长、繁杂的表达方

式或语法过于复杂的句子等。但所谓万变不离其宗，只要抓住句子基本结构主谓宾其余部分则不言自明。例：

The intention of other people concerned, such as the minister of Defence, to influence the government leaders to adapt their policy to fit in with the demands of the right wing cannot be ignored.

本句的基本结构为 the intention cannot be ignored, 其余部分则只是它的定语、状语等修辞词。所以遇到长句应该沉着、冷静，先抓住主体结构，切忌一看一团糊涂，然后不了了之。尤其在阅读时间较紧的时候，更应时间花在刀刃上，碰到长句、难句，适当放慢速度以求正确理解。

句子不是单独存在的，文章的整个含义也不是简单地把每个句子的意思合并起来就能理解的，整篇文章的意思比各部分的意思要多得多。阅读过程中理解每句话的意思是必须的，但更重要的是它在整篇文章中的意思，它与文章中其他部分是怎样相连的，以及作者通过此句想表达的意图。

为了帮助大家更为深刻地理解整篇文章中意义与段落的构成，我们将从以下三个层次来讨论，通过练习来讨论学习。在完成后面的练习后，你会对这一阅读技巧有更具体的认识。

### 1. Sentence level (句子)

Here the task is to analyze the function or communicative value of individual sentences within a text. (此节的任务是在一篇文章中分析单个句子的功能或涵义。)

### 2. Paragraph level. (段落)

Here the task is to re-order sentences into paragraphs and paragraphs into a whole text. (此节的任务是将句子重新排列成段落，段落重新排成文章。)

### 3. Whole-text level. (篇章)

Here the task to identify the main idea of each section of the text. (此节的任务是找出文章各个部分的中心思想。)

### **Section A: At Sentence Level**

阅读下面这则广告,完成后面的练习,了解整篇文章中单个句子的功能或涵义。

Could you have unravelled this man's mind?

How can we tell if the mind is working normally, or abnormally?

You'd probably think you'd found the answer if you saw a man standing at a bus stop dressed as a bumble-bee (野蜂). But not if you knew he was going to a fancy dress party.

However, if instead of his usual shirt and tie, the man started to turn up at work every morning dressed as an insect, you might be right in thinking he needed help.

Let's consider Brian, now seven years old.

When he was three, Brian and his teddy bear (玩具熊) were inseparable. They'd be everywhere, do everything together.

Most children go through a phase like this. But sooner or later they lose interest in the object they get attached to, and it gets set aside.

At six, Brian's obsession (着迷) with his teddy got to a stage where he would never let go of it. And because his hands were full, he couldn't eat, play, read or write.

Any attempt to take the teddy away from him resulted in fierce, often violent, tantrums (发脾气). Furniture was ripped (劈开), windows smashed.

Understandably, Brian's parents asked for help.

There are many ways to help someone overcome an obsession.

In Brian's case, slowly and carefully a Registered Mental Nurse (RMN) worked out a programme to separate Brian from his teddy. She was part of a highly professional team including clinical (临床的) psychologists, psychiatrists (精神病医生) and social workers.

At first, the nurse persuaded Brian to part with his teddy for just a second or two. Then ten seconds. Then half a minute. Then two minutes.

Because of Brian's tantrums, an immense calmness and understanding of his problem were needed to help him through this first stage. Gradually, the time was increased when Brian was without his toy. During their separation the nurse introduced other activities.

As time went on (an RMN never expects quick results), short periods became long periods. Brian put his teddy away while he ate or went for a walk.

Later he could spend a whole day without his companion and go to school alone.

Although it may sound simple enough, helping a child overcome an overwhelming obsession with a teddy bear takes enormous skill.

In the same way it takes a great deal of intelligence and imagination to help a grown man overcome a repeated urge to do unnecessary things, like continually rearranging cups on a table.

Or to help him come to terms with depression or anxiety caused by his wife leaving him. Or to make him feel need after he

has been made redundant(多余的)。

Perhaps nursing the mentally ill isn't a job you'd normally think of yourself doing.

It's by no means a "normal" job. Assessing someone on the brink(边缘)of suicide, working out a plan of nursing care, putting it into action couldn't be further from a nine-to-five routine.

Certainly "mental hospital" are not what most people imagine them to be. Few people know that over half the patients admitted to psychiatric hospitals are home again within a month. Or that many patients need never go near a hospital at all.

Because for most people being in hospital is a long way from the life they normally live, some psychiatric nurses spend most of their time working in the community, rather than in wards.

In one way, however, nursing the mentally ill is as normal as any other professional job.

The training takes three years. With hospital and community experience, practical assessment and tough written exams.

In the end, unravelling and piecing together a man's mind introduces you to qualities in yourself you might never normally have discovered.

For more information, write to the Chief Nursing Office, P. O. Box 702(MI/76, London SW208SZ.

**Exercise 1:** Answer the questions

1. Can you figure out a general idea of the content? Write down your suggestions.
2. What job is being advertised here?
3. How long does the training for this job take?
4. What examples of mental illness are given here?

**Exercise 2:** Find an example in the text of each of the following functions.

1. reporting (报道)
2. generalizing (总述)
3. explaining (解释)
4. exemplifying (举例)
5. stating a cause (列举原因)
6. stating a result (列举结果)
7. stating a contrast (对比)
8. asking a rhetorical question (反问句)
9. inviting the reader to do something
10. making the suggestion to the reader
11. instructing the reader to do something

**附答案:**

**Exercise 1:**

1. General idea:
  - A. What difference is between normal and abnormal behaviour
  - B. How an RMN can help the mentally distured, both children and adults.
  - C. Nursing the mentally disturbed is not exactly what people traditionally think it is. It's a difficult but rewarding job.
2. The job is Psychiatric nursing.
3. The training takes three years
4. Examples of mental illness are:
  - A. The man dressed as a bumble-bee

B. Brian's obsession.

C. In adults, obsessive behaviour (e. g. continually rearranging cups on a table ) and perhaps depression, anxiety and thoughts of suicide.

**Exercise 2:**

1. When he was three, Brian and his teddy bear were inseparable.

2. Most children go through a phase like this.

3. (an RMN) never expects quick results.

4. ...unnecessary things, like continually rearranging cups on a table.

5. ...his wife leaving him.

6. Later he could spend a whole day without his companion and go to school, alone.

7. However, if instead of his usual shirt and tie, the man started to turn up at work every morning dressed as an insect.

8. What do we mean by "normal"?

9. Let's consider Brian, now seven years old.

10. Perhaps nursing the mentally ill isn't a job you'd normally think of yourself doing.

11. For more information, write to the Chief Nursing Officer.

**Section B: At Paragraph level**

请大家结合指代 (reference), 这一阅读技巧, 完成下面的练习。

Are you unwanted by Police.



### **Exercise 3:**

This advertisement identifies six qualities (1-6) which are important for a potential police recruit (新兵). A-F below describe six situations in which these qualities would be necessary. Match the situations with the questions.

- A. At times you'll need to be sympathetic and tactful.  
Taking a statement, for example, from an elderly couple whose home, has been searched.
- B. Lose your cool if you're abused by trouble-maker at a demonstration and you could have a riot on your hands.
- C. If you were to see a fight on the street You'd have to stop in and firmly control the situation.
- D. By noticing something suspicious about an apparently ordinary situation you may uncover a major crime.
- E. There are bound to be occasions when seeing the funny side of things will help you rise above the pressures of the job.
- F. someone's life could depend on your ability to think quickly.

### **Exercise 4**

Here is the text that accompanies the advertisement. There are eight short statements (1-8). Reorganize them so that they form a coherent(连贯的) paragraph.

- 1. starting with ten tough weeks at Police Training School, followed by two years on the beat.
- 2. In London you'd be on 8,556 under 22 ,10,290 over.
- 3. It's exactly the same for women as for men, and there are